DOCUMENT RESUME

ED 134 030 FL 008 344

AUTHOR Schneider, Gerd K.
TITLE Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1976.
PUB DATE 76
NOTE 64p.; For related document, see ED 116 464

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *College Language Programs; Cultural Education; *German; *Intensive Language Courses; *Language Instruction; Language Tests; Lesson Plans; Modern Language Curriculum; *Program Descriptions; Second Language Learning; Test Results; Textbooks

ABSTRACT

The report describes the seven-week program of the first- and second-year German language courses taught at Middlebury College during the summer of 1976. This was an intensive program with at least four hours of formal classroom instruction per day. The high scores achieved on the MLA Cooperative Foreign Language Tests, Forms LA and MA, and on the CLEP-Test prove that a program of this nature can be very successful. Appended to this report are teaching modules for the second and third year of German. It may be difficult to duplicate the program entirely at another institution; the report can, however, serve as a general example for setting up a total immersion language training program. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134030

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Final Report

on the

UNDERGRADUATE GERMAN LANGUAGE PROGRAM

at

Middlebury College

summer 1976

submitted by Professor Gerd K. Schneider

FL008344

I. Introduction

The first and second year German Programs (German 101-102 and German 201-202) were conducted for a period of seven weeks, from June 26 to August 14, 1976. The total number of students in Elementary German was 36, in Intermediate German 28. The staff consisted of six full time faculty members.

The success of the program can be ascribed to at least four factors:

1. the idealism and hard work of the teaching staff. Faculty members made themselves available to the students from morning till midnight, working with them in groups or on an individual basis. The willingness of my colleagues to dedicate their time and energy to the operation of the program is recorded here with sincere thanks.

2. the high intellectual calibre of the students and their strong motivation to learn German, or to improve their proficiency in this language.

3. the willingness of the German Department at Middlebury College to make available edited TV-materials from German Television Programs and other

materials used during the regular year.

4. the exemplary cooperation received from the administration at Middlebury College. Special thanks go to Professor Roger Peel, Director of the Language Schools, Professor Gérard Schneilin, Director of the German School, and Professor Thomas Huber, Dean of the German Summer School.

II. LIST OF STAFF

Reinhold Bubser (Ph.D., Michigan State University)
Assistant Professor of German at Texas A&M University

Ruth Groen (B.A., University of Pittsburgh)
Teacher of German at Cicero High School, New York.

Constance Kenna (M.A., Yale University)
Acting Dean of the German Summer School. Teaching Associate and Secretary of the German Department at Middlebury College

Eckehard Latz (M.A., Middlebury College)
Teacher of German at Burr and Burton Seminary in Manchester, Vermont

Gerd K. Schneider (Ph.D., University of Washington)
Program Cordinator. Associate Professor of German and Chairman of the German Department, Syracuse University, New York

Günther Teschauer (D.M.L., Middlebury College)
Foreign Language Supervisor, Tenafly High School System, New Jersey

GUEST LECTURERS

Wilhelm Emrich (Dr. phil., Hamburg, Dr. habil. Berlin)
Professor of German at the Freie Universität in Berlin

Gérard Schneilin. Maître de conference, Chairman of German and Academic Vice President, University of Paris

III. Data Concerning Students

1. Distribution by Sex

	First Year	Second Year	First and Second Year
Male	14	16	30
Female	22	12	34
Total	36	28	64

2. Distribution by Age

	First Year	Second Year	First and Second Year
16 - 17	2	-	2
18 - 19	4	6	10
20 - 21	17	11	28
22 - 23	4	3	7
24 - 25	6	2	8
26 - 27	1	1	2
28 - 29	1	1	2
30 - 31	1	-	1
32 plus	-	4	4
Totals	36	28	64

3. Distribution by College

1. First Year German

Adelphi University
Amherst College
Barnard College
Boston University
Brown University
Bryn Mawr (2)
Colby College
Columbia University
Cornell University (2)
Dartmouth College
Davidson College
University of Evansville
Guilford College
Indiana University
University of Massachusetts
Middlebury College
Mt. Holyoke College
N.Y. University
University of Pittsburgh
Pomona College
Princeton University (2)
Southern Methodist University
Syracuse University
Trinity College (3)
Tufts University
William Smith College
Yale University (2)

2. Second Year German

Amherst College
Bennington College
Bryn Mawr
UC, Riverside
University of Colorado
Cornell University
East Stroudsburg State College
Gettysburg College
Lawrence University
Lynchburg College
University of Michigan
Middlebury College
University of North Alabama
Penn State University
Prince George Community College

4. Distribution by Class Standing

	High School	Undergraduate	Graduate	Other	Total
First Year	2	24	9	1	36
Second Year	2	18	2	6	28

5. Additional Information

First Year Students

Eight of the 36 students enrolled in the First Year Program had had German before:

Code	High School 2 Yrs.	High School 3 Yrs.	High School 5 Yrs.	College 1 Sem.	College 2 Sem.	College 4 Sem.
1			x		x	
2	x					
3	x					
4	x					x
5					x	
6		x				
7	x				x	
8	x			x		

IV. Description of the Program

The German Program was described in the Language Schools Catalogue, Middlebury College for the Summer of 1976, and read as follows:

GN 101-102 Elementary German

Daily activities normally include four hours of classroom instruction plus an hour or two of additional work in the language laboratory. The course consists of lectures, drills and laboratory. In the lectures,

students are guided throughthe exercises they are to prepare for the following drill. Drilling is done in groups of about ten students. The course is designed to cover all major aspects of contemporary German; reading materials are introduced in about the fourth week. Thoughout the course audio-visual materials are used to complement the printed word.

*

GN 201-202 Intermediate and Advanced German

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The course begins with a comprehensive grammar review; this is followed by a phase in which texts are used as a basis for further language instruction and for the acceleration of reading speed. Progress in the language is supplemented by textual interpretation. This course will significantly increase the student's fluency in spoken German and facility in reading. Recent German television materials are used to extend communicative skills and comprehension.

Texts

German 101-102

Van Horn Vail and Kimberly Sparks, Modern German (New York: Harcourt Brace Jovanovich, Inc.)

----------, Der Weg zum Lesen, Second Edition (New York: Harcourt Brace Jovanovich, Inc.)

Goedsche/Glaettli, Cultural Graded Readers, German Series, Books I, II, III, IV (D. van Nostrand Company)

*

German 201-202

Kimberly Sparks and Van Horn Vail, German in Review (New York: Harcourt Brace Jovanovich, Inc.)

Van Horn Vail and Kimberly Sparks, Der Weg zum Lesen, Second Edition (Harcourt Brace Jovanovich, Inc.)

Van Horn Vail, Kimberly Sparks, Thomas Huber, eds., Thomas Manns Tonio Kröger als Weg zur Literatur (New York: Harcourt, Brace, Jovanovich, Inc.)

Paul Kurt Ackermann, ed., Friedrich Dürrenmatt: Der Besuch der alten Dame (Boston: Houghton Mifflin Co. Riverside Press)

V. Format of the Program

A typical class schedule for the first week was (see also appendix A):

First Year German (3 groups of approximately 12 students each)

8 - 9 Drills for groups A and B
Lab for group C

9 - 10 Drills for groups A and C
Lab for group B

10 - 11 Drills for groups A, B, and C

11 - 12 Quiz
Presentation of AV-materials for all three groups

12 - 1 Drills for groups B and C
Lab for groups A

*

Second Year German (3 groups of 9 students each)

8 - 9 Quiz
Presentation of AV-materials to the three groups

9 - 10 Drills in individual groups A, B, and C

10 - 11 Drills in groups A and B
Lab for group C

11 - 12 Drills in groups A and C
Lab for group B

12 - 1 Drills in groups B and C
Lab for group A

After the third week the structure of the second year program was changed as follows (see Appendix B): All students had to take two basic courses: Grammar and Vocabulary Building (20 hours) and Composition-Con-

versation (20 hours). In addition, students were given the choice of two from three 10 hour-modules which started July 14 and ended July 28: (1) Literature with emphasis on Language (text: Der Weg zum Lesen); (2)Literature with emphasis on Content (text: Erzählungen Kafka, Brecht, Böll); (3) Culture and Civilization (text: Vorboten der Gegenwart). On July 29 students were asked to select again two of three modules offered: (1) Literature with the emphasis on Language (text: Thomas Manns Tonio Kröger); (3) Perspectives of Germany (handouts; maps of Germany).

The changes made in the schedule did, however, not affect the basic features of the program, which included:

1. to have small drill-sessions, of approximately 12 students in each group.
2. to change the composition of the groups in the first year in order to avoid the formation of subgroups and to encourage a more lively exchange of ideas between students.
3. to change classrooms every hour in order to avoid monotony.
4. to change instructors in order to expose the students to as many idiolects as possible.
5. to correct and return quizzes, written every other day in the first year, at the end of the same period in which they were written, and to discuss the mistakes during the next class period or the same afternoon.

VI. Unique Features of the Program

The unique features of the program included:

1. a live-and-learn arrangement. The participants lived in one dormitory and adhered to the language pledge, although no full pledge was signed by them. On July 5, 1976, a memo by the Director of the Language Schools was mailed out to the coordinators of the courses offered in the seven week program, with the recommendation "that the modified pledge should be in force from the very first day, on the understanding that at a given date during the session the full pledge will be signed." The memo listed below was my response to this request:

> All students in the seven week program (1st and 2nd year) decided last night to use German as the only means of communication. Because of the sincerity of the students and the very strong identification with the goals of the program I felt that a formal signing of the pledge was not necessary. In my discussions with the students I was assured that they all consider their decision a moral obligation imposed on them by themselves, and I am inclined to believe that they will abide by it. Violations, should they occur, will be dealt with individually.

After the third week German was the exclusive language of communication used by students and faculty out of the classroom and in the classroom, with only a very few grammatical explanations in English, either in the classroom or in the dormitory. In order to facilitate the transition between English and German, a list of useful expressions was prepared and given to the students on the first day of classes. This list was didided into various categories, such as "Greetings and Social Conventions," "In the Classroom," "After Dinner Conversation," "In the Dormitory," "Going Shopping," "Food List," etc. In addition to exposing the students to the appropriate German phrases, they were introduced to the geographic and cultural surroundings of Middlebury. The full list is

appended as appendix C to the Final Report for the Summer of 1975, which is also published by ERIC, ED 116 464. Also, students in the first year program were given additional vocabulary at the beginning of each class-hour (see Appendix C).

2. the organization of special events, like outings to Lake Dunmore, sport activities, dancing, Bingo games, singing, etc. These events were helpful in three ways: they helped to release tension, they created an atmosphere of comradery, and they formed a cultural environment which introduced new vocabulary the 'natural' way.
3. the willingness of the faculty to meet with students who needed assistance at almost all hours of day or night.
4. the willingness of the faculty to work on an individual basis with students who had special interests. These interests included, e.g., the reading of fiction and non-fiction, writing compositions, and translation of Oriental philosophical texts from German into English.
5. All students were encouraged to join the instrumental and vocal groups of the graduate school and to participate in the events of these groups.
6. Two members of the German Graduate Summer School presented lectures to students of the intermediate year during the last two weeks of the program. Guest lecturers and their topics were:

   Dr. Wilhelm Emrich: Einführung in das Werk Kafkas und Interpretation der Verwandlung.

   Dr. Gérard Schneilin: "Das Wesen der Tragikmödie--dargestellt an Dürrenmatts Besuch der alten Dame."

   The lectures were scheduled after the class had read both works.
7. The use of AV-material in the first and second year was important in

at least three respects:

a) it introduced words, expressions, and phrases as they were spoken and used in contemporary German.

b) it introduced the students to current aspects of German culture and civilization.

c) it helped to counteract the fatigue prevalent after three hours of pattern drills.

The AV-material consisted primarily of:

a) The Guten Tag and the Guten Tag--wie geht's films, both series on loan from the AATG Services Center in Philadelphia.

b) Slides of German magazine-ads, depicting the use of certain words and phrases as well as the use of grammatical categories.

c) recent German popular songs illustrating certain grammatical categories.

d) German television material, including commercial spots, films from the series Der Kommissar and Sesamstrasse. All films were taped at the University of Mainz.

VIII. Evaluation Procedures and Results

A. Initial Testing

The placement test of the German Department at Middlebury College was given to all students who had had German before and wanted to be placed in the second year. In addition, the German faculty of the seven-week program and the Dean of the German Summer School conducted a short interview in German with the students after they had taken the placement test. Students were placed according to their language proficiency either in the first or the second year. The placing was done with the consent of the student, and in most cases the student decided to enroll in beginning German. Students in intermediate German had the opportunity to go back to the first year program during the first three weeks.

B. Final Testing

During the last week of the program students were given final examinations covering the course material. One of the criteria for evaluating students in intermediate German was the written work in the course-modules; the paper, appended to this document as Appendix D was submitted by one of the students in the course module "Kultur und Zivilisation." In addition to the course examinations, students on both levels were given the MLA-Cooperative Foreign Language Tests Form LA and Form MA. All students were required to take the College-Level Examination Program-Test (CLEP). The speaking part of the MLA-Cooperative Tests was not given since the oral proficiency of each student was checked during the program. The verbal performance of each student in German 201-202 was also tested at the end by two faculty members; students had to speak on a topic which they had selected prior to the examination. The MLA-Cooperative Tests were administered and scored by the faculty of the seven week program; the mid-percentile ranks were determined, using the Booklet

of Norms (published by the Educational Testing Service) which establishes college norms for two- and four semesters study of German.

The number of students taking the form LA was thirty-five. For students in elementary German, the average mid-percentile rank in Listening was 98, in Reading 96, in Writing 99.5. Individual test scores are summarized in Appendix E. The key to the student codes is supplied to the Director of the Language Schools, the Director of the German School, and the Dean of the German School.

Sixty-three students enrolled in the first and second year took the MLA-Cooperative Foreign Language Test, Form MA. The average mid-percentile ranks for students in first year German were: Listening 87, Reading 76, and Writing 97 (see Appendix F). The average mid-percentile ranks for students in intermediate German were: Listening 95, Reading 89, and Writing 99.3 (see Appendix G).

The combined score of the CLEP-Test (Listening and Reading) for the first year students was the 97th percentile; the combined score of the second year students was the 87th percentile. The CLEP-Test was scored by the Educational Testing Service (see Appendix H). For comparison of the MLA-Tests, Forms LA and MA, see Appendix I.

C. Evaluation of the Program by the Students

During the last week of classes, students were asked to fill out a questionnaire evaluating various aspects of the program. Thirty-five questionnaires were returned. Comments were made on:

1. The Quality of the Food
2. Living Conditions
3. Fulfillment of Students' Expectations
4. Acceptance and Observation of the Language Pledge

5. Quality of the Program

6. Recommendation of the Program to Others

7. Choice of Textbooks

8. Evaluation of Faculty

1. The Quality of the Food

There was a mixed reaction to the question, "Were you satisfied with the food?" Most of those who complained mentioned the lack of variety in the menus and requested that more fresh vegetables be provided. Typical comments include the following:

Yes. The food is very good and the meals are well-balanced.

Not really. But then again, my mother is a very good cook, so the mensa was up against tough competition.

Yes, completely! It was a nice surprise.

Es war nicht schlecht--nur ein bißchen langweilig.

Ja. Ich will nicht darüber klagen.

Very little variety offered. Other than being very dull the quality of the food was not bad.

Nein, das Essen war langweilig. Immer dasselbe.

I know how hard it is to cook for large quantities, and most students seemed very satisfied so I'm probably spoiled. But the coffee was DISGUSTING and we should have been able to have fresh raw carrots, or hard boiled eggs, or cheese, or fresh fruit as meat substitutes. That really is <u>not</u> asking too much.

Yes, the food was usually very good.

It was as good as can be expected--but they definitely need better salads.

The food was really nothing to complain about. The long lines were a problem and I appreciated the attempts to lengthen the meal times.

Es könnte eine größere Wahl geben.

Ja, aber ich bin kein Feinschmecker.

2. Living Conditions

Most of the replies to the question, "How did you like living in Hadley?" were positive. The only negative comments (or positive suggestions) were made with respect to lamps and lampshades which the College did not provide. Some of the answers to this question include the following:

> Ich hatte einen schönen Blick aus dem Fenster. Die Leute, mit denen ich wohnte, waren so nett, daß wir jetzt feste Freunde sind.
>
> As a living space it is abominable--"all modern conveniences," but no charm.
>
> Ein Zimmer ist ein Zimmer.
>
> Very good, except for the lighting. Either provide better lighting or let the students know of the need to bring a lamp.
>
> I like it because we were able to have so many classes in the building.
>
> You need better lighting in the room.
>
> Toilette: gut. Zimmer: klein. KEINE LAMPENSCHIRME. Es war nicht so kalt und unpersönlich.
>
> Bitte nächstes Jahr schreiben, daß es empfohlen ist, eine Lampe mitzubringen--wenn möglich.
>
> Das Badezimmer war immer sauber. Die Lampen waren ein Problem--aber was kann man machen?

3. Fulfillment of Students' Expectations

The overwhelming majority of the students felt that their expectations had been fulfilled. Below are comments which reflect the majority view:

> I came here, to learn grammar and I can see that my grammar has significantly improved.
>
> Ich lernte mehr, als ich erwartet habe.

I couldn't have chosen better--I learned more than I thought.

Ja!! Ich glaube, ich habe die beste Erziehung bekommen, die möglich ist.

Definitely! I am pleased to have been accepted into the program. It's a well coordinated program--and also very flexible. I learned [what I expected] --and more. Teachers were sensitive to expectations and tried to fulfill them as much as possible.

Ich weiß, daß ich Deutsch gelernt habe.

4. Acceptance and Observation of the Language Pledge

Almost all students agreed that the German-Only rule was a good idea and that it actually was the cornerstone of the program. The comments listed below reflect this sentiment:

There is so much that a person can learn from speaking the language that is not found in the grammar or literature books. I also feel that to speak German always is a nice goal,but impracticalin certain situations. I like the way the pledge was handled in the German school.

As the pledge was interpreted this year it was fine. On the whole, 'Yes' only. German should be spoken.

I consider it a good idea when we speak German only. Then one begins to think in German. Phrases become automatic. I definitely think it is one of the strong points of the program. I look forward to the time when I really have the vocabulary to speak NUR DEUTSCH. One problem with using German only was that it does funny things to my English.

Ja, das ist das Beste, obwohl es einen frustrieren kann, besonders während der ersten zwei Wochen, wenn man sich sehr dumm fühlt.

Ja, natürlich; deshalb habe ich Middlebury ausgewählt.

Yes, it furthers greatly the students' ability for self-expression.

Yes, as somebody said before: it is the real thing that holds the program together. It just gets frustrating talking to graduate who expect perfect speaking ability from you. But speaking only German is what makes Middlebury special.

Ja, es ist sehr wichtig. Am Anfang war es wirklich schwer, Deutsch zu sprechen, aber ich glaube, daß es die beste Methode war, um Deutsch zu lernen.

Diese Idee ist vielleicht die beste des Programms. E- ist sehr, sehr wichtig, immer Deutsch zu sprechen. Oft glaube ich, daß ich

ein Wort nicht weiß, bis ich es in einer Unterhaltung benutze. Das Pfand [sic] muß nicht geändert werden. Und jetzt ist es Spaß, deutsch zu sprechen.

Ohne Deutsch zu sprechen würde dieses Programm genau dasselbe [sein] wie alle anderen. Die Klassen lehren nur Grammatik, durch Sprechen wird Deutsch wirklich gelernt.

5. Quality of the Program

Amost the entire student body rated the quality of the program very highly. Typical comments included the following:

I am so impressed with the way that the first and second levels work together. There is really a feeling of belonging to a group that seems to be transferring into something else altogether. . . The close contact of the teachers with the students and their individual contributions to the summer is probably the factor that has impressed me most. It has been a summer in which my speaking has improved a great deal, mostly because it was so enjoyable with the group, and to have the exposure to the to the graduate students.

Sehr, sehr gut. Es ist besser als ich hoffte.

Ausgezeichnet. Ich hatte einen erfreulichen Sommer.

I know of no other program in the world (including the Goethe-Institute program)that teaches so much in seven weeks. The students work very hard--partly because everyone works hard, partly because the teachers care and work as hard, if not harder, than the students.

I must say 'danke schön' to all for the best summer I have ever spent anywhere.

I think the quality of the program was high. I would attribute it to the careful planning and concern of the staff, the continual re-evaluation of the curriculum and of our problems.

Extremely high quality of personnel, equipment, and overall program.

I have a very high opinion of the program (this despite what may be considered derogatory comments, a jaundiced view, due, no doubt to the fact that the end is so near, and I am happy that this is over. In a strange way, I rather enjoyed myself despite all the work.)

6. Recommendation of the Program to Others

Almost everyone answered affirmatively the question, "Would you recommend this program to others?" Some said they would recommend the

program only to serious students:

Ja, aber nur für ernste Studenten.

I would definitely do so. I think the program achieves its aims without being overly high pressured. The program has worked for me, it has taught me German and that is enough alone to recommend the program.

Ich kann Sie versichern, daß ich dieses Program anderen empfehlen werde.

If students were interested in beginning German per se and not just learning it as a tool, yes.

Ja, keine Frage. Viele Leute haben es mir empfohlen. Es wird mein Vergnügen sein.

Yes, to intelligent people who are willing to work hard and want to learn a language.

Of course--this program had been recommended to me from someone who attended last summer and after having been here, I would give the same good report.

Selbstverständlich. Das Programm ist schwer. Wir müssen viel arbeiten. Aber es gibt keine andere Methode, deutsch 'schnell' zu lernen. Die Atmosphäre ist sehr spannend, und die Unterrichtung ist ausgezeichnet.

I certainly would recommend this program to others. There is really no better way to get a foundation in a foreign language.

7. Choice of Textbooks

The reaction with respect to the three readers used in the first year (Sutter, Steuben, and Schurz) was mixed; most liked them since it improved their vocabulary but considered them stylistically too easy. Vorboten der Gegenwart was rated too superficial, but most saw the value of this text in establishing a basis for class discussions. German in Review and Modern German received the same enthusiastic reviews as last summer. Der Weg zum Lesen was considered an outstanding text for two reasons: the selection of reading material kept the students' attention , and the students felt that they greatly improved their vocabulary. Typical comments on Der Weg

zum Lesen included the following:

> Very very good!
>
> Sehr schwer. Wir brauchten mehr Zeit als wir hatten. Aber es gefällt mir, daß wir in diesem Buch gelesen haben mit nur sechs Wochen Deutsch.
>
> Good stories. It's too bad we had to ruin the fun of the reading by doing those awful grammar exercises in the back.
>
> Very helpful as far as vocabulary is concerned.
>
> Dieses Buch ist wirklich gut. Es gefiel mir, nachdem wir mit Modern German gertig waren, Literatur zu lesen. Ich habe die Geschichten darin gern, und ich werde das Buch nach Middlebury selber fertig lesen.

The value of Modern German Reading was seen not only in bridging the gap between Modern German and Der Weg zum Lesen but also in emphasizing idiomatic expressions:

> "Ein Tisch ist ein Tisch" ist eine sehr gute Geschichte. Man sollte sie jeden Sommer lesen.
>
> Ich schätze Modern German Reading sehr, weil es mir mit meinem Wortschatz geholfen hat. Ich wünschte, ich könnte es kaufen.
>
> The most useful part was the selection on idiomatic expressions.

Comments made on Der Besuch der alten Dame were all positive:

> Excellent. I would recommend keeping it.
>
> Eines der besten Bücher, die ich gelesen habe.
>
> Dieses Buch gefiel mir am besten, weil es sehr interessant und leicht zu lesen war.
>
> Ausgezeichnet.

Tonio Kröger was considered by the majority as an excellent textbook choice:

> Mein liebstes Buch.
>
> Excellent. Not only thought-provoking but also stylistically richer than anything else we read.
>
> Die Sprache war unmöglich; die Geschichte--unvergeßlich. Deshalb habe ich mehr über das Leben des Menschen gelernt, als über die deutsche Sprache.

The majority of the students agreed that the selection of the television material was very good; the general consensus was to have more programs such as Sesame Street. The Guten-Tag-films drew some criticism with respect to the subject matter and the quality of the films. The films were supplied (late) by the AATG Service Center in Philadelphia; some were spliced so badly that they did not pass through the projector, and in others the sound track was so poor that the continuity was lost. The Guten Tag-wie geht's films were of better quality and they proved to be a better challenge to the students than the Guten Tag films.

8. Evaluation of the Faculty

The overwhelming majority of the students praised the efforts made by the teachers for creating a positive learning environment. It is important to understand that the faculty worked as a team, and it is only through this cooperative spirit that the program could run so smoothly and develop its flexibility. The team-work of the faculty was praised by all students, and the comments listed below reflect the majority-opinion:

> The quality of the program is very high, and its greatest asset is the enthusiasm and organization of the faculty. I remember, in the second or third week, after the nadir of incomprehension and frustration had passed, feeling a rush of gratitude towards the faculty for creating such a positive learning environment.
>
> It is incredible how well your [the teachers'] personalities complement each other. I appreciate the fact that, all the hassle of your job considered, you are among the most open-minded people I have met. Please keep on experimenting with your program.
>
> Die Lehrer ergänzen sich. Jeder hat eine besondere Qualität, und wir werden uns an etwas Besonderes über jeden erinnern. Zusammen kann diese 'Mannschaft' nicht übertroffen werden.
>
> I feel so uncritical. I have not said anything terrible about

> the program yet, but I guess the reason is that I don't feel anything terrible. The last place I am going to be negative is with the teachers. I found them all wonderful and helpful people. At first, I was more critical of them and expected each of them to have the same strength as the others, and when they did not, viewed this as a deficiency. However, now I feel quite differently. It is almost hard to view the professors separately for it was as a group that their personalities were so successful. Each added a slightly different view or twist. I found all of them approachable, available, concerned, helpful and, what's more, good teachers.

One should not forget, however, that the faculty members were also 'individuals', with different academic interests, Weltanschauungen, and personality traits. This becomes evident in the students' assessments of the individual instructors listed below. The comments by the students should also be viewed as additional information on the structure of the program and, implied in the form and content of the answers, as an indication of the students' intellectual calibre.

Mr. Reinhold Bubser

I was always impressed with Herrn Bubser's fund of general knowledge--it was especially apparent in his course "Perspectives on Germany". Also, in literature a solid background was apparent--discussions were quite free—ranging, and I liked that. I also liked his occasional direct questioning so that everyone in the class had a chance to speak.

Herr Bubser is my favorite teacher. He has a dry sense of humor which I really appreciate. Even in the grammar classes (which could be dull), he brings in cultural material that is interesting to me. His insights to literature are deep, but he manages to keep the class light. I could easily have a three-hour class with Herrn Bubser and not get bored.

A superbly excellent professor. Not only were his classes informative, but he encourages normal conversation in the classes, and he tried to make them more interesting with newspapers and story-telling. Not only that, Herr Bubser was kind enough to meet with me a couple of times a week to go over 'Scientific German' which is the reason I came here to begin with. He gave me books on the subject which proved to be very helpful. I am very grateful to him for that.

I was sorry I had not had him earlier in the course. I was impressed by his ability to maintain a worthwhile discussion on some difficult literature in German we could follow. The fact that he would occasionally, and very sincerely, talk about himself and his own politics made him somehow 'available' as a person, and gave me a valuable perspective on where he was coming from. The classes in this sense were more than classes. He was also able to make us stick to the work at hand even when, by 12 - 1, we were punchy, childish and hungry. Really a very very impressive person and teacher.

It is readily apparent that Herr Bubser has a powerful command of both German and English. His knowledge of cognates helped me on innumerable occasions. But above all, I admired his understanding of contemporary affairs, geopolitics, etc. He was always abreast with events; he was also conversant with deeper historical concepts. Moreover, I endorse the political principles on which his Weltanschauung rests. His answers were always intelligent and spoken with the authority of years of observation. I wish someday to attain his level of awareness. Herr Bubser, then stands in my mind as an educated, cosmopolitan model--a generation raised in a perilous world , but a generation that has not given up the ideal of an educated and aware man.

Ms. Ruth Groen

Frau Groen was very patient, easy to talk with, and she gave me lots of encouragement. She also made the effort to make drills more interesting in class by turning them into conversation.

Although I didn't have her in my level, she was accessible to all. Her door was open to all--and I availed myself of that. It is necessary to have a female teacher in residence.

Frau Groen is one of the nicest, kindest, concerned women I could ever hope to meet. She took as much time as necessary to go over intricate points of grammar and she was very helpful outside of class.

I am infinitely grateful to Frau Groen for laboriously correcting all my homework. She has been very kind and most helpful. I am most appreciative.

Frau Groen is one of the nicest people I've met here. She is always there to answer questions or just sit around and yak (auf Deutsch natürlich!). With Frau Groen here, I felt there was always someone here to help with any problem, personal or scholastic. She is also lots of fun, an important part of this summer. I feel that it would be a big loss for the beginning courses if Frau Groen wasn't here.

Warm, sympathetic, and encouraging. She is the mother figure for the beginners.

Ms. Constance Kenna

I didn't have Frau Kenna often. She's great first thing in the morning--really gets one moving! 'Nice' is an overused word, but what struck me every time I dealt with Frau Kenna, in class or out was her extreme niceness. It is this quality, combined with her (amazing) energy, which makes her such an excellent teacher, especially for a beginner's level course.

Frau Kenna is an excellent teacher because she is always prepared with something interesting. I particularly like the audio-visual materials. I really like the seriousness and immediacy with which we got to work in her class and finished the drills quickly and efficiently, always having time left over for something interesting to read or see on television. Her enthusiasm at the beginning of the program gave me mine.

Frau Kenna was unique in a special manner. A student rarely encounters such a passion for teaching--and will never be able to forget it. She struck me as a tireless worker, indowed with patience and compassion. On the one hand, she recognized the problems of 'language acquisition'--while on the other hand, she bolstered my confidence that it is after all possible: a beautiful poignance.

She is a rare combination of speed and thoroughness, and manages to create a demanding yet relaxed classroom atmosphere. We are expected to perform, to produce instantly, yet we feel no Angst. She has a keen perception of where students are, how they feel, what they need to hear, and how to relate to them. She is, and that is the best anyone could say, an inspiration.

I had very few classes with her. Her energy cannot fail to take one aback somewhat. In the AV-class it was as if she was conducting an orchestra, trying to draw out of us the proper and harmonious German syllable. For such a teacher, one must counter with a like enthusiasm and effort.

A very lively and charming person. I have enjoyed her classes very well. It was very difficult to fall asleep in Frau Kenna's class. She is a very good teacher and shows enthusiasm in teaching.

Mr. Eckehard Latz

His classroom was demanding--fast--with interesting tangents. He liked and loved what he did. I wanted him again but had him only for one week. My fondest memory of Middlebury will be our discussion of Kafka's "Vor dem Gesetz."

The beloved Herr Latz. He was able to enjoy the language, the classes, the summer without losing his dedication. He was always friendly; indeed, I can't remember a single sour moment. I looked forward to his classes and, afterwards, I appreciated the work he spent correcting my first essays. Yes, I spent many a fine moment in his presence.

A true master of the Bund-style. He somehow made reading and answering altogether fun. He has a great sense of theatre (as does Schneider, in a different mode) which made the tedium of the drills less painful. He made me wish I played Fußball.

Another one on the 'wunderbar' list. I remember there was one week when I didn't have Herr Latz for any classes, and I was really bummed. I am starting to make all these professors sound the same by calling them 'nice', exciting and 'funny', but you can't help it. Herr Latz also made the classes a lot of fun. He was probably the most 'Younghearted' of all professors.

Herr Latz is really patient with the students and is always ready to help. He gave me a lot of confidence by conversing with me in German, even when I could hardly say anything yet. This sort of patience and willingness to listen and help, go places and do things is especially important since learning the language depends so much on continuous use of it. I felt comfortable both in the classroom and speaking with him outside of class.

Herr Latz is also a very devoted and interesting individual. He always has a way to make the worst drudgery enjoyable. His presentation of literature is always amusing but carefully thought out. He is unbelievably willing and anxious to help students.

Mr. Gerd Schneider

I think Dr. Schneider is the best part of the whole program and I could not evaluate the program honestly if he were no longer to be part of it. I do not know how he can be witty at 7:20 a.m., everyday, but he manages to do so. I am amazed at how effortlessly he seems to be able to synthesize our course work with his considerable learnedness in such a way that the former is immeasurably enriched. And despite the great amount of work he obviously must put in to make the program operate smoothly, he always has energy to be witty and freundlich to students and co-workers.

Thank you, Herr Schneider. The work you have done and the care you took in making the summer school work is very evident. The personal touches with the parties, birthday cakes, and book presentations at the end, add tremendously to the fun of the summer. Your interest in the students and their feelings, and your concern over keeping the program flexible and constantly improving is the key to the success of the summer school.

I savor Herrn Schneider's classes. He is an inexhaustable source of the facts and fancies of German culture. I have great respect for his love of German cultural history--it was contagious. He was also, in my eyes, a superb administrator. I sensed he was the driving force behind many of the events. His enthusiasm--even at 8 a.m.--was refreshing; and his explanations always enlightening. But I think that it was his grasp of cultural concepts that made the deepest impression on me.

I have the utmost respect for Herrn Schneider as an educator and a person. He set a fine non-competetive tone for the summer and was always willing to deal with problems head on. The few classes I had with him were superb.

Savant, Master of Ceremonies, bon vivant--a true hero. I would have dispaired or gone crazy were I faced with the task of keeping things going here. Schneider not only kept things going--I always had the comforting feeling that he was actually enjoying it. The two team-taught classes at the end with him and R. Bubser re: Kafka were real high notes to end the course on.

I always felt as though the sky were the limit ... Herrn Schneider's classes--the ability to connect one's work with so many ideas is really admirable. I also enjoyed his observations about German culture and American culture, and the way they were presented was often entertaining. He makes one aware of how much there is to know. And one feels as though he is always interested in how one feels about the program and would do what he could do to change it. For being the 'head' of the program, there really was very little distance between him and the students.

Mr. Günther Teschauer

Perhaps the most gentle professor I'll ever see. I hated to disappoint him. Kindness and patience personified. He really is in a category by himself at Middlebury. I feel priviledged to have had him all summer. A perfect person to teach beginners who speak the language hesitantly. Challenging in a quiet way. He took the time to explain, and most importantly, to talk before starting the drills. I always looked forward to his class. He too is prims.

When I was in the thick of really hating German--around the third week probably--one of the things which pulled me through was Herr Teschauer's voice and accent: the aesthetic response to it eventually overcame the frustration--spawned dislike of German. Plus, he always made time to discuss 'current events' for about 15 minutes in each class which was a welcome relief from the drills--all of which he pressed us through despite the 15 minute 'loss' of time. I found Herr Teschauer a true gentleman--a charming person and a stimulating teacher. He was willing and able to speak with all the students on a broad range of topics. He possesses tremendous qualities with respect to literature--I can remember many a class in which he articulated an insight into a piece of literature, and insight I found compelling.

An excellent teacher. I enjoyed the discussions we sometimes had in his class. The explanations were clear and helpful. His patience, humor, and understanding made the classes with him special.

Herr Teschauer was most interesting because his sense of humor and interest in the work brought some real life to our classes. His equanimity was a welcome change.

The easiest for me to talk to was Herr Teschauer. I will always remember his infamous line in Arturo Ui: "Ein Schuss!" Excellent teacher; he took fairly interesting material and made it actively interesting; he knew exactly where and how to lead a discussion.

I liked his technique of teaching. His classes were very interesting and he is easy to talk to. He is very friendly!

IX. Recommendations

The following changes in the undergraduate program are recommended for the summer of 1977:

1. More emphasis will be placed on correct pronunciation of German.

2. More writing, including dictation exercises, will be done on the beginners' level.

3. During the first week, afternoon classes will be scheduled in the first year program for students who desire to be introduced to facts, views, problems, and customs of contemporary Germany. Presentation and discussion will be in English.

4. There will be a greater variety of textbooks in German 101-102. In addition to the basic textbooks: Modern German, Modern German Reading, Der Weg zum Lesen ,students will read three of six Cultural Graded Readers. For selection of texts see Appendix J.

5. The second year program will be restructured; there will be two basic courses in grammar and composition and ten modules in language, literature, and culture, including work-shops in translation. For listing of courses, modules, and textbook selection see Appendix K.

6. A third year seven-week program will be added; the curriculum will be analogous to that of the second year. This program will replace the courses numbered GN 310, GN 312, and GN 401. For listing of courses, modules, and textbooks see Appendix L.

Appendix A

Plan für die 1. Woche

Stunde	Labor	Herr Bubser	Frau Groen	Frau Kenna	Herr Latz	Herr Schneider	Herr Teschauer
8 - 9	GN IC		GN IB Hadley B	GN IIABC Sund. 110			GN IA Ross
9 - 10	GN IB	GN IC Sund. 110	GN IA Hadley E		GN IIB Hadley D	GN IIC Ross	GN IIA Hadley F
10 - 11	GN IIC	GN IIA Ross	GN IC Hadley D		GN IA Hadley B	GN IB Sund. 123	GN IIB Hadley E
11 - 12	GN IIB	GN IIC Hadley B		GN IABC Sund. 110	GN IIA Ross		
12 - 13	GN IIA GN IA	GN IIB Sund. 123			GN IB Hadley D	GN IC Hadley B	GN IIC Ross

(29)

Appendix B

Plan für die 5. Woche

Stunde	Labor	Herr Bubser	Herr Latz	Frau Kenna	Frau Groen	Herr Teschauer	Herr Schneider
8 - 9		GW I Ross	GN IB Hadley D	GN IC Hadley E	GN IA Hadley B		GW II Hadley C
9 - 10	GN IA		CC I Sund. 123	CC II Sund. 110	GN IB Ross	GN IC Hadley C	
10 - 11	GN IB	SD Sund. 123			GN IC Hadley B		K Ross
11 - 12		LI I Ross				GN IABC	
					GN IC	GN IA	GN IB
12 - 13	GN IC	GN IA Hadley C	GN IB Sund. 123	GN IB Sund. 123		LS Ross	

Erklärungen: GW I - Grammatik und Wortschatzerweiterung, Gruppe 1
GW II - Grammatik und Wortschatzerweiterung, Gruppe 2
CC I - Komposition und Konversation, Gruppe 1
CC II - Komposition und Konversation, Gruppe 2
SD - Streifzüge durch Deutschland
K - Kultur und Zivilisation
LI I - Literatur (Inhaltserarbeitung), Gruppe 1
LI II - Literatur und Inhaltserarbeitung, Gruppe 2
LS - Literatur und Sprache

Ross- Ross Lounge

(30)

Appendix C

Zusatzvokabular GN 101 - 102

Montag, d. 5.7.76

1. Was machst du heute? (morgen, übermorgen,heute abend, morgen abend, am Wochenende, morgen früh)

2. Ich spiele Tennis. (Tischtennis, Korbball, Volleyball, Schach, Flöte, Geige, Klavier, Gitarre, Ziehharmonika)

3. Ich gewinne (verliere) oft. (selten, manchmal, immer, nie, gewöhnlich, häufig)

*

Dienstag, d. 6,7,76

1. Ich trinke Saft (nicht) gern. (Milch, Wasser, Bier, Wein)
Peter trinkt lieber Limonade. (Rotwein, Weißwein, Kakao)

2. Da drüben ist ein Gasthaus. (Café, Hotel, Motel, Kino,Zeitungsstand, Tisch, Laden, Buchladen, Baum)

*

Mittwoch, d. 7.7.76

3. Wo ist Margaret?
Sie ist im Zimmer. (im Park, im Haus, in der Küche, in der Bibliothek, in der Mensa, oben, unten, (da) drüben, drinnen, da hinten, da vorn)

*

Donnerstag, d. 8.7.76

1. Ich fahre mit dem Rad. (mit dem Bus, mit dem Auto, mit dem Zug, mit der Straßenbahn)

2. Er ist groß. (klein, alt, streng, faul, fleißig, dumm, klug)

3. Er ist freundlich. (nett, gesund, krank, dick, dünn, stark)

*

Freitag, d. 9.7.76

1. Sein Auto ist alt. (neu, schmutzig, sauber, verrostet)

2. Er liest ein Buch. (ein Gedicht, einen Brief, einen Roman, eine Zeitung, eine Zeitschrift, eine Illustrierte)

3. Er hat einen Plattenspieler. (einen Film, ein Tonband, eine Platte, eine Kamera, ein Radio)

Appendix C

Montag, d. 12.7.76

1. Der Lehrer kommt. (Professor, Student, Vater, Bruder, Onkel, Schwager, Großvater, Urgroßvater, Neffe, Stiefbruder)

2. Da geht meine Lehrerin. (Studentin, Mutter, Schwester, Tante, Cousine, Schwägerin, Großmutter, Urgroßmutter)

3. Der Briefträger bringt eine Postkarte. (einen Brief, ein Paket, eine Rechnung, eine Geldanweisung)

*

Dienstag, d. 13.7.76

1. Ich war eine Stunde in Middlebury. (einen Tag, einen Monat, ein Jahr, ein Wochenende, eine halbe Stunde)

2. Sie kauft eine Bluse. (einen Rock, ein Kostüm, einen Mantel, ein Kleid, eine Hose, einen Schal, ein Paar Handschuhe)

3. Er kauft einen Gürtel. (einen Anzug, ein Hemd, einen Hut, einen Regenschirm, eine Jacke, einen Regenmantel)

*

Mittwoch, d. 14.7.76

1. Wann beginnt das Konzert? (das Spiel, das Programm, die Vorstellung, das Theater)

2. Es regnet. (schneit, hagelt, donnert, blitzt, gießt)

3. Der Wetterbericht ist gut.
   Die Sonne scheint.
   Der Himmel ist blau.
   Es ist bewölkt.
   Wir haben ein Gewitter.

*

Donnerstag, d. 15.7.76

1. Es ist kühl. (kalt, frisch, warm, heiß, schwül, ungemütlich, neblig, diesig)

2. Ich habe Halsschmerzen. (Kopfschmerzen, Ohrenschmerzen, Temperatur, Fieber, die Grippe, Schnupfen, Husten)

3. Ich habe eine Erkältung.
   Ich habe keinen Appetit.
   Ich muß zum Arzt gehen.
   Ich fühle mich nicht wohl.
   Ich glaube, ich werde krank.

Freitag, d. 16.7.76

1. Inge lernt Deutsch. (Russisch, Französisch, Italienisch, Hebräisch, Arabisch, Englisch, Spanisch)

2. Er kommt aus Deutschland. (Rußland, Frankreich, Italien, Israel, Arabien, England, Spanien)

3. Er kommt aus der Schweiz. (der Türkei, der Mongolei, den Niederlanden, den Vereinigten Staaten)

*

Montag, d. 19.7.76

1. Reinhold ist gut in der Mathematik. (Physik, Chemie, Geschichte, Biologie)

2. Günther ist gut in der Geographie (Erdkunde). (Musik, Kunsterziehung, im Sport)

3. Eckehard fährt zum Schilaufen. (zum Wasserschilaufen, zum Schwimmen, an den See , an die See)

*

Dienstag, d. 20.7.76

1. Ruth fährt in die Berge. (an die Riviera, zum Angeln)

2. Was machen wir am Abend? (Am Morgen, am Nachmittag, im Frühling, in Sommer, im Herbst, im Winter)

3. Gerd hat eine Katze. (einen Hund, einen Kanarienvogel, ein Ka ninchen, einen Hamster, einen Affen, einen Kater)

Appendix D

Marx und Freud: Ein Vergleich

Wie soll sich, so fragte Immanuel Kant, unsere Kultur entwickeln? Über die Frage Kants dachten Karl Marx und Sigmund Freud nach. In vielen Beziehungen sind die Denkformen von Marx und Freud ähnlich. Aber es gibt auch wichtige Unterschiede zwischen ihnen, und wir müssen ebenfalls daran denken, wenn wir Marx und Freud vergleichen.

Beide, Marx sowie Freud, wurden im deutschen Sprachraum geboren. Beide mußten ins Exil nach London gehen, und beide starben auch im Exil. Marx und Freud waren Kulturkritiker, deren Einfluß außerordentlich groß ist. Sie griffen die Kultur des Abendlandes an: Marx gebrauchte das Wort 'elend', und Freud das Wort 'neurotisch'.

Nach Martin Buber ist alle große Kultur "eine Zivilisation des Dialogs." Marx und Freud sahen den Dialog als eine Dialektik. Sie glaubten, daß die Entwicklung der Kultur uns den Kampf zwischen zwei Kräften anzeigt. Marx sah einen Kampf zwischen den Klassen--Freud zwischen den Trieben. Beide glaubten an ein ähnliches Ideal: die Emanzipation des Menschen. Sie kritisierten die bürgerliche Kultur, weil sie eine Welt ohne Unterdrückung haben wollten.

"Ich habe oft bemerkt," sagte Freud, "daß mich der Inhalt eines Kunstwerkes stärker interessiert als dessen formale und technische Eigenschaften...". Freud interessierte sich für den Inhalt der Kultur--für die innere Zivilisation-- für den einzelnen Menschen. Marx dagegen dachte an die formale und technische Seite des Lebens-- an die ökonomische Gesellschaft.

Es ist leicht zu verstehen, warum Marx die äußere soziale Lage studierte: Er glaubte nicht an den Idealismus Hegels. Die ökonomische Struktur bestimmt nach Marx die sozialen und geistigen Seiten des Lebens. Er hatte, im Gegensatz zu Freud, eine materialistische Ansicht.

Das Verhältnis zwischen Marx und Hegel ähnelt dem zwischen Freud udd Breuer. Aber es gibt einen starken Gegensatz. Freud dachte nicht an die materialistischen Zusammenhänge, sondern er dachte an geistige und seelische Zusammenhänge. Das Problem, so meinte Freud, liegt in der Struktur der menschlichen Seele, nicht in der Struktur der ökonomischen Produktion.

Die Lösung war für Marx und Freud ein Bewußtwerden. Marx dachte, daß das Proletariat sich seiner selbst bewußt werden muß: es kann Philosophie gebrauchen. Freud glaubte, daß der Patient sich seiner Probleme bewußt werden muß: er kann die Psychoanalyse gebrauchen. Dieses Bewußtwerden führt nach Marx zur Revolution gegen privates Eigentum. Aber Freud hielt dieses Dogma für eine Illusion. Die Aggression stammt nicht nur aus dem Eigentum; es gibt einen Aggressionstrieb in jeder Psyche.

Marx glaubte an den Fortschritt und sprach von einer dynamischen Entwicklung in der Zukunft. In seiner Schrift Das Kommunistische Manifest kann man diesen Optimismus spüren. Nach Marx ist die Aggression des Proletariats gut. Aber man kann nicht in Freuds Abhandlung Das Unbehagen in der Kultur lesen:

> Die Es haben nichts zu verlieren als ihre Gewissen!
> Es aller Länder, vereinigt euch!

Appendix D

Statt des utopischen Endzustandes, den Marx sich vorstellte, sah Freud ein anderes Bild. Er dachte, daß der Fortschritt möglich sei durch die Sublimierung der Triebe. Aber das ist keine befriedigende Lösung, da Verdrängung und Unbehagen einander begleiten.

Die Dialektik von Marx endet mit dem Kommunismus; die Dialektik von Freud endet aber nicht. Freuds Antwort auf die Frage Kants war pessimistisch. Kant hoffte auf eine Kulturentwicklung, die nicht gegen die Natur des Menschen ist. Kant und Marx schrieben von einer besseren Zukunft. Freud schrieb von der Gegenwart und fragte sich, wenn die Natur des einzelnen Menschen neurotisch ist, ob dann nicht vielleicht eine ganze Kultur neurotisch sein könnte.

Appendix E

MLA Cooperative Foreign Language Test in German
Form LA (College General Norms: Two Semesters)
Taken by Students enrolled in the First Year

Student Code	LISTENING			READING			WRITING		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
1	40	173	98	41	175	96	91	173	99.5
2	42	177	99	44	179	99	98	177	99.5
3	45	179	99.5	48	183	99.6	96	177	99.5
4	42	177	99	42	177	97	91	173	99.5
5	41	175	98	43	177	97	94	175	99.5
6	39	173	98	48	183	99.6	95	175	99.5
7	44	179	99.5	44	179	99	85	171	98
8	33	167	93	36	169	90	92	173	99.5
9	39	173	98	48	183	99.6	100	177	99.5
10	31	165	92	36	169	90	93	173	99.5
11	35	169	96	38	171	93	88	171	98
12	38	171	97	44	179	99	89	173	99.5
13	30	163	88	36	169	90	93	175	99.5
14	39	173	98	34	167	87	90	173	99.5
15	45	179	99.5	48	183	99.6	93	175	99.5
16	44	179	99.5	48	183	99.6	95	175	99.5
17	35	169	96	41	175	96	98	177	99.5
18	37	171	97	33	167	87	83	169	96
19	36	169	96	46	181	99	99	177	99.5
20	41	175	98	45	179	99	77	165	90
21	33	167	93	37	171	93	91	173	99.5
22	43	177	99	47	181	99	93	175	99.5
23	43	177	99	45	179	99	92	173	99.5
24	43	177	99	47	181	99	96	175	99.5
25	41	175	98	36	169	90	90	173	99.5
26	44	179	99.5	47	181	99	92	173	99.5
27	43	177	99	50	185	99.8	98	177	99.5
28	39	173	98	47	181	99	93	175	99.5
29	28	161	83	31	163	80	86	171	98
30	37	171	97	30	163	80	51	153	56
31	40	173	98	44	179	99	91	173	99.5
32	42	177	99	46	181	99	99	177	99.5
33	30	163	88	23	155	56	70	165	90
34	43	177	99	36	169	90	78	167	92
35	36	169	96	43	177	97	91	173	99.5

ADDITIONAL INFORMATION FOR THE INTERPRETATION OF THE SCORES ON FORM LA

Listening		Reading		Writing	
Number of Students	394	Number of Students	515	Number of Students	207
Number of Colleges	19	Number of Colleges	28	Number of Colleges	24
Mean	152	Mean	154	Mean	152
Standard Deviation	8	Standard Deviation	10	Standard Deviation	10
Upper Quartile	157	Upper Quartile	161	Upper Quartile	160
Median	151	Median	152	Median	152
Lower Quartile	146	Lower Quartile	146	Lower Quartile	144
SCAT-V Mean	309	SCAT-V Mean	308	SCAT-V Mean	308
SCAT-V Standard Deviation	13	SCAT-V Standard Deviation	13	SCAT-V Standard Deviation	12

(37)

Appendix F

MLA Cooperative Foreign Language Test in German
Form MA (College General Norms: Four Semesters)
Taken by Students Enrolled in the First Year

Student Code	LISTENING			READING			WRITING		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
1	30	173	95	34	185	95	78	179	99
2	35	177	98	43	193	99.4	78	179	99
3	35	177	98	35	185	95	90	185	99.3
4	32	173	95	22	171	75	58	171	85
5	30	173	95	26	177	83	72	175	95
6	34	177	98	27	177	83	81	181	99.3
7	26	169	83	22	171	75	58	171	85
8	29	171	87	21	169	67	76	177	97
9	29	171	87	26	177	83	87	179	99
10	23	165	71	18	165	57	58	171	85
11	26	169	83	23	173	76	73	177	97
12	32	173	95	19	167	63	74	177	97
13	24	167	77	19	167	63	70	175	95
14	25	167	77	26	177	83	75	177	97
15	35	183	99.6	27	177	83	79	179	99
16	36	179	99	25	175	79	64	173	90
17	32	173	95	25	175	79	76	177	97
18	25	167	77	18	165	57	69	175	95
19	31	173	95	23	173	76	66	173	90
20	30	173	95	18	165	57	70	175	95
21	22	165	71	10	149	19	69	175	95
22	34	177	98	25	175	79	83	181	99.3
23	34	177	98	29	179	89	85	183	99.3
24	31	173	95	22	171	75	80	179	99
25	30	173	95	23	173	76	68	175	95
26	31	173	95	27	177	83	76	177	97
27	35	177	98	38	189	97	92	185	99.3
28	34	177	98	28	179	89	72	175	95
29	26	169	83	18	165	57	60	171	85
30	23	165	71	11	151	23	43	165	68
31	29	171	87	22	171	75	76	177	97
32	35	177	98	31	181	90	88	183	99.3
33	19	161	59	13	155	35	74	177	97
34	28	171	87	13	155	35	68	175	95
35	21	163	63	19	167	63	67	175	95

ADDITIONAL INFORMATION FOR THE INTERPRETATION OF THE SCORES ON FORM MA

Listening		Reading		Writing	
Number of Students	269	Number of Students	357	Number of Students	148
Number of Colleges	19	Number of Colleges	28	Number of Colleges	23
Mean	160	Mean	164	Mean	162
Standard Deviation	10	Standard Deviation	13	Standard Deviation	10
Upper Quartile	165	Upper Quartile	171	Upper Quartile	168
Median	158	Median	160	Median	160
Lower Quartile	151	Lower Quartile	151	Lower Quartile	151
SCAT-V Mean	313	SCAT-V Mean	312	SCAT-V Mean	312
SCAT-V Standard Deviation	13	SCAT-V Standard Deviation	13	SCAT-V Standard Deviation	14

(39)

Appendix G

MLA Cooperative Foreign Language Test in German
Form MA (College General Norms: Four Semesters)
Taken by Students Enrolled in the Second Year

Student Code	LISTENING			READING			WRITING		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
36	34	177	98	40	191	99.2	83	181	99.3
37	29	171	87	23	173	76	76	177	97
38	37	179	99	30	181	90	57	171	85
39	28	171	87	35	185	95	71	175	95
40	34	177	98	29	179	89	88	183	99.3
41	37	179	99	35	185	95	84	181	99.3
42	38	181	99.6	42	193	99.4	81	181	99.3
43	8	139	2	14	157	40	65	173	90
44	33	175	96	31	181	90	89	183	99.3
45	33	175	96	27	177	83	93	187	99.3
46	36	179	99	38	189	97	97	189	99.3
47	36	179	99	38	189	97	89	185	99.3
48	30	173	95	17	163	54	86	181	99.3
49	39	181	99.6	32	183	94	94	187	99.3
50	34	177	98	29	179	89	79	179	99
51	33	175	96	26	177	83	83	181	99.3
52	30	173	95	21	169	67	80	179	99
53	27	169	83	32	183	94	76	177	97
54	32	183	94	26	177	83	89	185	99.3
55	36	179	99	32	183	94	92	185	99.3
56	38	181	99.6	29	179	89	78	179	99
57	25	167	77	20	167	63	83	181	99.3
58	27	169	83	23	173	76	48	167	71
59	32	173	95	32	183	94	85	183	99.3
60	36	179	99	30	181	90	79	179	99
61	30	173	95	12	153	28	62	173	90
62	30	173	95	29	179	89	81	181	99.3
63	34	177	98	39	189	97	85	183	99.3

Appendix H

College Entrance Examination Program
College-Level Subject Examination Roster
College German, Levels 1 and 2

Student Code	Scores		
	Part I	Part II	Total
1	65	68	67
2	64	70	67
3	64	68	66
4	60	61	61
5	60	59	60
6	64	61	63
7	53	60	56
8	55	60	58
9	55	64	59
10	52	58	55
11	57	60	59
12	54	61	57
13	56	53	55
14	61	59	61
15	60	61	61
16	62	64	64
17	61	59	61
18	56	61	58
19	55	60	57
20	51	64	57
21	47	53	49
22	65	68	67
23	66	68	67
24	63	63	64
25	51	59	55
26	62	61	62
27	69	65	68
28	64	61	64
29	53	55	54
30	46	58	51
31	60	63	61
32	59	67	63
33	48	57	52
34	52	62	56
35	63	60	62
36	66	70	68
37	59	62	61
38	62	62	63
39	67	68	68
40	64	66	66
41	69	68	69
42	66	67	67
43	51	50	50
44	62	62	63
45	62	64	63

Appendix H

Student Code	Scores		
	Part I	Part II	Total
46	68	70	70
47	66	68	68
48	64	63	64
49	67	69	69
50	67	67	68
51	63	67	65
52	62	63	63
53	61	63	62
54	67	65	67
55	67	65	67
56	66	66	67
57	61	60	61
58	56	57	56
59	66	67	67
60	65	68	67
61	61	55	58
62	58	63	61
63	67	66	68

Appendix I

Comparison of Percentile Ranks MLA-Cooperative Foreign Language Tests, Forms LA and MA, and the College-Level Examination Program-Test

FIRST YEAR GERMAN		
	MLA-Cooperative FL Test, Form LA (2 semesters competence) stated in Mid-Percentile Ranks	CLEP-Test (2 semesters competence) stated in Percentile Ranks
Listening	98[1]	94[7]
Reading	96[2]	97[8]
Writing	99.5[3]	-
Total Score	-	97[9]

FIRST YEAR GERMAN		
	MLA-Cooperative FL Test, Form MA (4 semesters competence) stated in Mid-Percentile Ranks	CLEP-Test (4 semesters competence) stated in Percentile Ranks
Listening	87[4]	74
Reading	76[5]	63
Writing	97[6]	-
Total Score	-	61

1 Total of raw scores divided by number of students in beginning German: 1361/35=average raw score of 39=173 converted score=98 M.P.R.
2 T.R.S. 1452/35=A.R.S. 41=C.S. 175=M.P.R.96
3 T.R.S. 3151/35=A.R.S. 90=C.S. 173=M.P.R.99.5
4 T.R.S. 1031/35=A.R.S. 29=C.S. 171=M.P.R.87
5 T.R.S. 826/35=A.R.S. 73=C.S. 173=M.P.R.76
6 T.R.S. 2553/35=A.R.S. 73=C.S. 177=M.P.R.77
7 Total Scaled Scores = 2033/35 = Average Scaled Score of 58 = 94 P.R.
8 T.S.S. 2151/35 = A.S.S. of 61 = 97 P.R.
9 T.S.S. 2097/35 = A.S.S. of 60 = 97 P.R.

Appendix I

Comparison of Percentile Ranks MLA-Cooperative Foreign Language Tests, Form MA, and the College-Level Examination Program Test

SECOND YEAR GERMAN		
	MLA-Cooperative FL-Test, Form MA (4 semesters competence) stated in Mid-Percentile Ranks	CLEP-Test (4 semesters competence) stated in Percentile Ranks
Listening	95[1]	85[4]
Reading	89[2]	87[5]
Writing	99[3]	-
Total Score	-	87[6]

1 T.R.S. 8961/28=A.R.S. 32=C.S. 173=M.P.R.95
2 T.R.S. 811/28 =A.R.S. 29=C.S. 179=M.P.R.89
3 T.R.S. 2336/28=A.R.S. 83=C.S. 181=M.P.R.99.3

4 Total Scaled Scores = 1801/28 = Average Scaled Score of 64 = 85 P.R.
5 T.S.S. = 1780/28 = A.S.S. of 64 = 87 P.R.
6 T.S.S. = 1806/28 = A.S.S. of 65 = 87 P.R.

(44)

CONVERSION TABLE

College German, Levels 1 & 2: Percentile Ranks for Total Scores and Subscores

TOTAL SCORES				SUBSCORES					
				TWO SEMESTERS		THREE SEMESTERS		FOUR SEMESTERS	
SCALED SCORE	TWO SEMESTERS	THREE SEMESTERS	FOUR SEMESTERS	READING COMP.	LISTENING COMP.	READING COMP.	LISTENING COMP.	READING COMP.	LISTENING COMP.
80									
75									
70		99	98		99	99	99	99	98
65	99	89	89	99	99	90	87	91	88
60	97	74	68	97	96	71	75	71	71
55	90	56	51	90	91	57	59	51	50
50	80	46	30	74	81	48	43	30	31
45	57	32	18	52	62	31	29	19	18
40	33	17	11	28	36	17	12	13	8
35	8	3	2	8	10	5	3	4	1
30	1			1	1			1	
25									
NO. OF STUDENTS	502	142	321						
MEAN	44	52	54	45	44	51	52	54	54
STANDARD DEVIATION	7	10	9	8	8	10	10	10	9

Appendix J

GN 101-102 Elementary German

Daily activities normally include four hours of classroom instruction plus an hour of additional work in the language laboratory. The program consists of discussions, drills and laboratory. Drilling is done in groups of about ten students. The program is designed to cover all major aspects of contemporary German; reading materials are introduced in the fourth week. Throughout the program audio-visual materials are used to complement the printed word. Students will receive a composite grade for GN 101 and GN 102.

Appendix J

Required Texts for GN 101-102 Summer 1977

Bubser, Reinhold. Modern German Reading. (Texas A & M University, 1976).

Goedsche-Glaettli, Cultural Graded Readers, German Series I, Book I: Sutter; Book II: Steuben; Book III: Carl Schurz (D. van Nostrand Co.).

Goedsche-Glaettli, Cultural Graded Readers, Alternate German Series I, rev. ed., Book I: Schweitzer; Book II: Thomas Mann; Book III: Heine (D. van Nostrand Co.).

Van Horn Vail and Kimberly Sparks, Modern German (Harcourt Brace Jovanovich, Inc.).

Van Horn Vail and Kimberly Sparks, Der Weg zum Lesen, 2nd ed. (Harcourt Brace Jovanovich, Inc.).

Appendix K

GN 201-202 Intermediate German

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The course begins with a comprehensive grammar review. In the second week the student, in addition to the two basic courses in Grammar and Composition-Conversation, will select two modules per each half of the term. Modules include: Grammar in a Literary Context; From Language to Literature; Selections from F. Dürrenmatt; Selections from H. Hesse; Selections from F. Kafka; Selections from Th. Mann; Press Readings; Translation-Workshop: Readings in the Humanities; Translation-Workshop: Readings in the Social Sciences; Perspectives on Modern Germany. This course will significantly increase the student's fluency in spoken German and facility in reading. Recent German television materials are used to extend communicative skills and comprehension. Students will receive a composite grade for GN 201 and GN 202

Appendix K

Required Texts for GN 201-202 Summer 1977

For the two basic courses: Grammar and Composition - Conversation:

Kimberly Sparks and Van Horn Vail, German in Review (Harcourt Brace Jovanovich, Inc.).

Feix - Schlant, Gespräche, Diskussionen, Aufsätze (Holt Rinehart and Winston).

Additional Material will be made available.

* * * * *

Texts for Modules

1. Grammar in a Literary Context

   Van Horn Vail and Kimberly Sparks, Der Weg zum Lesen, 2nd ed. (Harcourt Brace Jovanovich, Inc.).

*

2. From Language to Literature

   Feix - Schlant, Junge Deutsche Prosa (Holt, Rinehart and Winston).

   Lore B. Foltin and H. Heinen, Paths to German Poetry: An Introductory Anthology (Dodd, Mead & Co.).

*

3. Selections from F. Dürrenmatt

   Paul K. Ackermann, ed., Der Besuch der alten Dame (Holt, Rinehart and Winston).

   Friedrich Dürrenmatt, Die Panne (available through the Middlebury Book-store).

*

4. Selections from H. Hesse

   T. C. Dunham and A. S. Wensinger, eds., Siddhartha: Eine indische Dichtung (The Macmillan Co.).

   Additional material will be made available.

*

5. Selections from F. Kafka

   Marjorie Hoover, ed., Die Verwandlung (Norton Co.).

   Das Urteil (available through the Middlebury Bookstore)

   Goedsche - Spann, Kafka, series Cultural Graded Readers, New German Series V (D. van Nostrand Co.).

Appendix K

Required Texts for GN 201-202 cont.

6. Selections from Th. Mann

Vail/ Sparks/ Huber, eds. Thomas Manns Tonio Kröger als Weg zur Literatur (Harcourt, Brace, Jovanovich, Inc.).

Goedsche - Gaettli, Cultural Graded Readers, Alternate German Series II: Thomas Mann (D. van Nostrand Co.).

*

7. Press Readings

Klaus A. Mueller, Die Presse: Contemporary Issues in German Newspapers (Heath & Co.). Supplementary text: Unsere Zeitung: Eine deutsche Sprach- und Informationszeitung aus der Bundesrepublik.

*

8. Translation Workshop: Readings in the Humanities

Gewehr - von Schmidt, Reading German in the Humanities (van Nostrand Reinhold Co.).

*

9. Translation Workshop: Readings in the Social Sciences

Gewehr - von Schmidt, Reading German in the Social Sciences (van Nostrand Reinhold Co.).

*

10. Perspectives on Modern Germany

Harold von Hofe, ed., Kultur und Alltag (Charles Scribner's Sons).

Additional material will be made available.

Appendix L

GN 301-302 Advanced German

Daily activities normally include four hours of classroom instruction. All students are required to take the two seven-week basic courses in Advanced Grammar and Advanced Composition-Conversation. Beginning with the second week, each student will select additionally two modules for each half of the term. Modules offered include: Commercial German; Grammar and Vocabulary Building; The Detective Story; Nietzsche's View of Morality; Translation-Workshop; Perspectives on Modern Germany; Advanced Reading: Selections from Th. Mann and G. Grass; The Art of Cabaret (Workshop); Introduction to Literary Scholarship. Students will receive a composite grade for GN 301 and GN 302.

Appendix L

Required Texts for GN 301-302

For the two basic courses: Advanced Grammar and Advanced Composition-Conversation:

Klaus Adler and Benno Steffens, Deutsch für die Mittelstufe - Band 1, Texte und Übungen (Max Hueber Verlag; No. 1226-1). 2nd rev. ed. (1975)

Klaus Adler and Benno Steffens, Deutsch für die Mittelstufe - Band 1, Arbeitsheft, (Max Hueber Verlag ; No. 1226-2.)

Magda Gerenbach-Ingrid Schüssler, Wörter zur Wahl (Klett Verlag).

Wolf-Dietrich Zielinski, Der deutsche Nebensatz (Klett Verlag).

Additional material will be made available.

*

Texts for Modules

1. Commercial German

   To be announced later.

*

2. Grammar and Vocabulary Building

   Franz Eppert, Deutsche Wortschatzübungen (Hueber).

   Hilmar Kornmann, Richtiges Deutsch. Sprachübungen für Fortgeschrittene (Hueber).

*

3. The Detective Story

   William Gillis and John Neumaier, eds., Friedrich Dürrenmatts Der Richter und sein Henker (Houghton Mifflin Co.).

   William Gillis, ed., Friedrich Dürrenmatts Der Verdacht (Houghton Mifflin Co.).

   Supplementary material: script and sequences from the German TV-series Der Kommissar.

*

4. Nietzsche's View of Morality

   Friedrich Nietzche, Jenseits von Gut und Böse (Goldman)

   Friedrich Nietzsche, Die Genealogie der Moral (Goldman)

Required Texts for GN 301-302 cont.

5. Translation-Workshop

Siegfried K. Dinter and Peter Ilgenfritz, eds., Deutsche Reden und die Technik ihrer Übersetzung (Max Hueber Verlag; No. 1734).

*

6. Perspectives on Modern Germany

Texts to be announced later.

*

7. Advanced Reading: Selections from Th. Mann and G. Grass

A.W. Hornsey, ed., Thomas Mann: Der Tod in Venedig (Houghton Mifflin Co.).

Edgar Lohner, ed., Günter Grass: Katz und Maus (Blaisdell Publishing Co.)

*

8. The Art of Cabaret (Workshop)

Texts to be announced later.

*

9. Introduction to Literary Scholarship

Texts to be announced later.